



Oh, The Places They'll Go

Goal-Oriented Program Onboarding Redesign

Promoting Equitable Program Momentum by Asking, Connecting, Inspiring, and Planning

Ask-Connect-Inspire-Plan Examples

Ask

Intake surveys and career assessments

- Professional advisors at **Edison State Community College** (OH) are assigned based on meta-major and are now known as “career pathways advisors.” The career pathways advisors schedule an initial hour-long advising appointment with each student after they apply, prior to orientation. As part of the appointment, students take a short version of the Holland Career Assessment. Advisors also use the results of the assessment to guide subsequent meetings.

Source: [How Ohio Community Colleges are Using Guided Pathways to Personalize Student Support](#)

See also: <https://www.edisonohio.edu/Holland-Career-Model/>

- Faculty and staff at **Central Carolina Community College** (NC) developed a career inventory that:
 - asks students about their interests
 - suggests programs offered by the college that might be a good fit
 - asks students to rate how confident they are about their current tentative choice of career

All entering students must take the survey either upon application or with their advisor before they register for their first term.

Advisors use the inventory to discuss what programs are suited to each student’s goals and strengths.

Source: [Redesigning Community College Student Onboarding Through Guided Pathways. Part 1: Rethinking New Student Onboarding](#)

- **Lorain County Community College** (OH) leverages an existing incoming student inventory survey (a custom internal intake survey will be launched in 2021-22) that provides students and advisors with information to help identify students’ level of career decision confidence and any resource gaps for which the college can provide additional assistance. The intake survey helps advisors and career counselors identify students who are unsure about their pathway selection and target outreach for additional follow-up.

Source: [How Ohio Community Colleges are Using Guided Pathways to Personalize Student Support](#)

Additional support for undecided students

- At **Southern State Community College** (OH) new students who are in a general pathway or who are simply unsure about the program they selected have another advising appointment by the fourth week of the semester to discuss their experience so far, talk more about career options, and learn about resources that may be helpful.

Source: [How Ohio Community Colleges are Using Guided Pathways to Personalize Student Support](#)





Introducing middle school and high school students to education and career options

- **Laramie County Community College** (WY): Career counselors at local middle and high schools use Career Coach to help students explore career options. Roughly 80% of local middle school students have used the tool.
- Source: [Redesigning Community College Onboarding through Guided Pathways: Onboarding at Laramie County Community College](#)
- **Indian River State College** (FL): [Great Explorations](#) is a career exploration event in which high school seniors from the four-county area visit the IRSC main campus. The event helps students gain an understanding of the connection between their career interests and their educational road to success. Attendees participate in hands-on activities to help them decide which program is the best fit for them.

Source: [What We Are Learning about Guided Pathways, Part 2: Case Studies](#)

Connect

Orientation based on meta-majors

- **Zane State College** (OH): Incoming students attend any one of the eight summer orientation sessions in which activities are organized by meta-major. Students are placed in a group of no more than 12 students with other students from their meta-major and move through the day with their group. Importantly, both advisors and faculty participate in orientation. Zane State has noted that students appreciate having more opportunities to connect with faculty and peers in their program and to discuss their program and career interests with people in their field. The college has also found that the meta-major orientations create a more enriching and satisfying experience for faculty as well as students.

Source: [How Ohio Community Colleges are Using Guided Pathways to Personalize Student Support](#)

- **Laramie County Community College** (WY): Incoming students participate in meta-major-specific welcome events to meet other students and faculty in their meta-major and to enroll in a first-term program course and first-year experience course (that will soon be contextualized to their meta-major).
- Source: [Redesigning Community College Onboarding through Guided Pathways: Onboarding at Laramie County Community College](#)
- **Chattanooga State Community College** (TN): Incoming students are required to attend an orientation that is specific to one of the college's meta-majors, called "divisions." Deans and faculty members in each division participate in orientation and meet with new students, which allows students to make early contact with people in their field of interest.

Source: [Redesigning Community College Onboarding through Guided Pathways, Part 1: Rethinking New Student Onboarding](#)

Program and career events

- To provide program-related experiences for all students, **St. Petersburg College** (FL) holds *faculty meet-and-greet events* sponsored by a meta-major at the start of each semester; students have the opportunity to speak with faculty members as well as other students with similar program and career interests. SPC also provides *meta-major-specific information sessions and career summits* during which students can hear from an alumni panel, network with employers, and have their resume reviewed. Students have reported that these out-of-class interactions were among the most important experiences during their first year at college because they allowed them to interact with peers, faculty, and other professionals whom they might not have otherwise met until later in their program.

Source: [Redesigning Community College Onboarding through Guided Pathways, Part 2: Student Perspectives on Reformed Practices at Two Florida Colleges](#)

- Students at **Sinclair Community College** (OH) learn about careers and academic programs through a Conversations with Experts event, which is held two or three times a year by different



career communities (meta-majors). During the event, students visit stations and speak with faculty, employers, and others who are knowledgeable about academic requirements and career paths for particular kinds of jobs.

Source: [Redesigning Community College Onboarding through Guided Pathways, Part 1: Rethinking New Student Onboarding](#)



Faculty liaisons

- The **Community College of Philadelphia** (PA) has developed an innovative means of connecting students to both faculty and student support staff. As part of their Pathways Community Model, a faculty facilitator functions as a conduit between the academic and student support units, identifying and conveying the needs of students in their meta-major.

Source: [Balancing Urgency and Patience: How Community College of Philadelphia Set the Pace for Guided Pathways Reforms](#)



Inspire

Program courses within the first term

- At **St. Petersburg College** (FL), it is best practice that students in all degree programs take an introductory program course within the first 15 credit hours. Some also undertake internships or courses with an active learning component and hands-on activities. Students note that these courses are instrumental in helping them determine whether to stay in their programs or not.

Source: [Redesigning Community College Onboarding through Guided Pathways, Part 2: Student Perspectives on Reformed Practices at Two Florida Colleges](#)

Service and project-based learning

- **Sinclair Community College** (OH) defines service learning as “course-related learning that meets community needs.” Importantly, all of their service learning opportunities are organized by meta-major, providing support that is tailored to students’ academic and career goals.

The goals of service learning include:

- Developing and expanding academic, professional, and personal skills and knowledge
- Presenting opportunities for students to experience learning in the “real world”: explore professions, enhance self-confidence, learn new skills, and network to future job opportunities

Source: <https://ctl.sinclair.edu/teaching-and-learning/student-engagement/service-learning/>

- A professor at **Dallas College** (TX) transformed a required government course in which students had historically been uninterested and unengaged by turning it into a project-based course in which students “run” for the Texas legislature. As part of their coursework, students identify the chamber they’ll run for, choose the committees they’ll serve on, and create a platform and marketing campaign. Success rates have improved, and students have reported that they are connecting with the material and developing a better understanding of state government.

Source: Email correspondence, Dr. Sharon Manna, Dallas College

Active and co-curricular learning techniques with dual enrollment students

- College instructors can promote active learning for all of their students using techniques such as “flipped” classrooms, in which lectures are delivered online and class time is used for discussion, lab work, and exercises. At **Pierce College** (WA), in addition to moving away from lectures, dual enrollment faculty are integrating technology into the classroom. For example, they are creating structured time in class for students to use computers to do research, engage with library resources and software, and connect in real time using mobile devices.

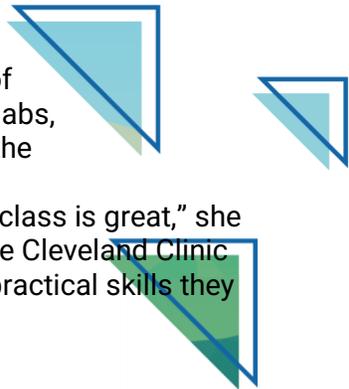
Source: [The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students](#)

- Another way to engage dual enrollment students is to provide them with hands-on lab opportunities in science courses, even if they have yet to take all of the prerequisites.



Science faculty at **Lorain County Community College** (OH) work with groups of dual enrollment students on undergraduate research projects in the college's labs, under the philosophy that they will learn by doing and build community along the way. A psychology professor engages dual enrollment research groups in projects in which they study problems in their communities. "What goes on in class is great," she tells students, "but what goes on outside of class will get you a job." In fact, the Cleveland Clinic hires many of her former dual enrollment students as interns because of the practical skills they gain from her classes.

Source: [The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students](#)



Professional development for experiential learning

- The Center for Teaching and Learning at **Sinclair Community College** (OH) offers a three-day professional development series for faculty on experiential learnings consisting of six workshops that cover an introduction, assessment and evaluation strategies, and different types of experiential learning (service learning, study abroad, internships, capstone assignments).

Source: Interviews for the [From Guided Pathways to Regional Talent Pathways Partnerships](#) project

- **Pierce College** (WA) has undertaken collegewide efforts to close gaps in course success and graduation by race, gender, and other factors. As one aspect of these efforts, the college supports faculty in carrying out action research projects in which they develop and test specific strategies to improve classroom teaching, especially for students of color. A dashboard in Tableau shows instructors course success rates over time and by different subgroups of students so they can evaluate the effectiveness of their innovations. One professor, for his project, put aside his traditional research assignment and instead allowed students to select their own modality and topic, as long as they met the required outcomes (as assessed by rubrics the professor and students designed together). The data showed performance gaps closing for Black and Latinx students in just one year.

Source: [The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students](#)

Plan

Required education planning as part of advising and first-year experience courses

- **Columbus State, Cuyahoga, Lakeland Community College, Lorain County, and North Central State College** (OH) all include creating an education plan as a required assignment in their first-year experience courses. At Lakeland, Lorain County, and North Central State, education planning begins with students' first advising meeting and then students finalize the plan as an assignment for their first-year experience course. At Columbus State and Cuyahoga, students are introduced to education plans during the first-year experience course and then work with an advisor to complete the plan as an assignment for the course.

Source: [How Ohio Community Colleges are Using Guided Pathways to Personalize Student Support](#)

- The first-year experience course at **Laramie County Community College** (WY) is focused on career exploration and educational planning. Students develop full-program educational plans using a planning tool implemented in fall 2019.

Source: [Redesigning Community College Onboarding through Guided Pathways. Onboarding at Laramie County Community College](#)

